



Narrative Language and Digital Literacy Around the World: Helping Clinicians Know What to Do

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Prof. Sharon Moonsamy
Sharon.Moonsamy@wits.ac.za

Dr. Anniah Mupawose
Anniah.mupawose@wits.ac.za

University of the Witwatersrand
Johannesburg
South Africa

Title: Digitalized Literacy: Writing as a Tool for Thinking from the Context of a Developing Country.

Outcomes

- To understand digital literacy in the context of a developing country
- Shift in paradigm in the training of SLP students
- Applying a Writing Intensive Approach as a tool for thinking
- Clinical application

Notes from PPT slides

Slide 5 & 6

- SLPs/ educators operate in a knowledge economy and would need to embrace the changes including skills in digitalization [Ilomäki et al, 2016]
- We live in an interconnected world and striving to be global citizens [Shulsky et al ,2017]
- Multilayered literacies are fundamental for us to communicate effectively; think critically & act conscientiously
- These skills require a reimagining of the SLP training, in terms of curriculum, practice, to be critically conscious of who we provide assessment and intervention services to.
- Context of the SLPs in training and our clients is fundamental to developing cultural sensitivity.

Slides 7 to 11

- Digital competence (DC) and digital literacies (DL) are being referred to more frequently.
- Digital competence includes skills in:
 - Cognitive
 - Creative
 - Technology
 - Communication
 - Safety
 - Problem- solving
- Digital literacy - is more than knowledge about technology, it also requires social and cognitive competence ((Shulsky, 2017).
- DL requires you to communicate in networks, collaborate in your learning, be critical of the information sourced, see what is relevant to complete a task, evaluate information so that a better understanding can be achieved.
- Metacognition needs to be made explicit - reflection, evaluation and monitoring.
- DL aims to develop higher order thinking skills when engaging with material online.
- Challenges, depending on the context of the individual, will arise when developing digital literacies and striving for global citizenship.
- Digital Competence requires SLPs to become 'agents of change' (Moonsamy & Kathard, 2015). We need to drive the change in applying DC.

Slides 12 to 14

Factors influencing accessibility to digital literacy

1. Theoretical basis for providing therapy services to improve digital literacy

The Rehabilitation Competency Framework [RCF] (WHO, 2020) is a model that communicates the expected or aspired performance of the rehabilitation professionals across different countries and contexts to enable quality care and service delivery to a diverse clientele. The RCF comprises of five domains (see diagram) centred around core values and beliefs

- The four core values are *Compassion and empathy, sensitivity & respect for diversity, dignity & human rights and self-determination.*
- The four core beliefs are that rehab should be *person centred, collaborative, available to anyone who needs it and that functioning is central to health. After all a human-being is a human doing.*

- A competency approach focuses on how a professional should provide therapy to the individual as part of a community/population. So, therapy is bottom up, where the SLP must transform their competencies/skills to align with the populations' needs
2. **Digital divide** - this divide refers to the gap that exists between individuals who have reasonable opportunities to access technology tools and those who do not have such opportunities (Sikhakhane & Lubbe, 2005).
- The digital divide breaks along many fault lines including, but not limited to, education, income, ethnicity, geography, infrastructure, and disability ((Sikhakhane & Lubbe, 2005).
 - The digital divide is created upon your access to internet.
 - The digital divide can occur in both urban and rural local communities.

Slide 15 - 16

Application of Writing Intensiveness

- Historical Causes
- BICS vs CALP
 - Basic Interpersonal Communication Skill - The language necessary for day to day living, including conversations with friends, informal interactions
 - Cognitive Academic Language Proficiency - The cognitive and language skills required to perform academically in the language of learning and teaching
- Relationship between CALP. Academic literacy & digital literacy, Writing Intensive
 If CALP is delayed or impaired, it will impact Digital literacy acquisition. Digital literacy means being able to understand and use technology for learning, as well as having social and cognitive competence. So, both CALP and digital literacy influence academic literacy. Academic literacy is being proficient in reading and writing about academic subjects. Being able to discuss and analyze formal, academic, and subject-specific jargon allows academically literate individuals to productively contribute to ongoing conversations within specific academic fields. Being able to express what you think or have learned via writing is an important part of CALP and Academic literacy. Writing Intensive is using writing to critical think about the content and subject-specific jargon you have learned. Due the 4th industrial revolution learning is occurring via information communication technologies (ICT) such as computers, tablets, phones. Using ICT for learning has thrust the importance of digital literacy to improve academic literacy.
- Writing Intensive facilitates the incorporation of both surface and deep aspects of writing while learning the discipline specific content.

- Surface (punctuation, grammar, syntax, vocabulary, narratives)
- Deep (reading comprehension (inferencing, identify main idea etc.), phonological awareness, critical thinking skills (analyze, synthesis, evaluate), voice, motivation, writing)

Thus, Writing intensive and digital literacy require cognitive competence and application of higher thinking processes.

Slide 17 -

Clinical Application

Student Training

Emphasis is in on meta-linguistics and cognition. Making critical thinking skills explicit to improve CALP for digital literacy

- GIST Reading Method
 1. Finding the most important 'wh' information
 2. Finding the most important information about the 'wh' information
 3. Write a brief statement/summary (specify word count)
- Cornell Note writing - writing lecture notes

The physical act of writing can help you remember better than just listening or reading.

- How to write a report
 1. How to construct a paragraph
 - a. Thesis statement
 - b. Supporting details & Conclusion
 2. Use paragraph structure to compile sections (Speech, Language, Cognition, Literacy (Auditory Processing/ Phonological Awareness, aspects of emergent or conventional literacy) of your reports
 - a. Assessment
 - b. Progress report
 3. Critical areas evaluating student writing:

Professionalism: How well did the student follow instructions and behave ethically. E.g. no plagiarism. Submitted assignment on time

Organization: How effectively the student has presented and organized thoughts around the topic or assignment. Information is logically organized. The information flows easily

Content: How effectively has student shown that writing reflects an understanding the subject matter or content e.g. aspects of language, speech, cognition, auditory processing, literacy. Applied theory to clinical application

Paragraph Structure: Thesis Statement: Introductory statement
Supporting details: Standardized and or non- standardized performance
Concluding statement: Shown and demonstrated critical thinking e.g. made the necessary connections and integrations. Interpreted the information obtained
Summary (Argument): How effectively has student stated a position / diagnosis/main claim/ finding or made a point based on information and based on sound logic and reasoning?
Reason: Has the student provided a reason as to why the support/refute/ made the claim?
Evidence: How effectively has student supported their position, claim or point? What information has the student used to support their claim/findings or position?
In presenting this information student has shown and demonstrated critical thinking e.g. made the necessary connections and integrations?
Target Audience: Uses appropriate terminology. Follows format and requirements of assignment/report
Mechanics: Spelling, grammar, punctuation
How effectively has student incorporated references into written information?
Are cited references relevant or outdated?

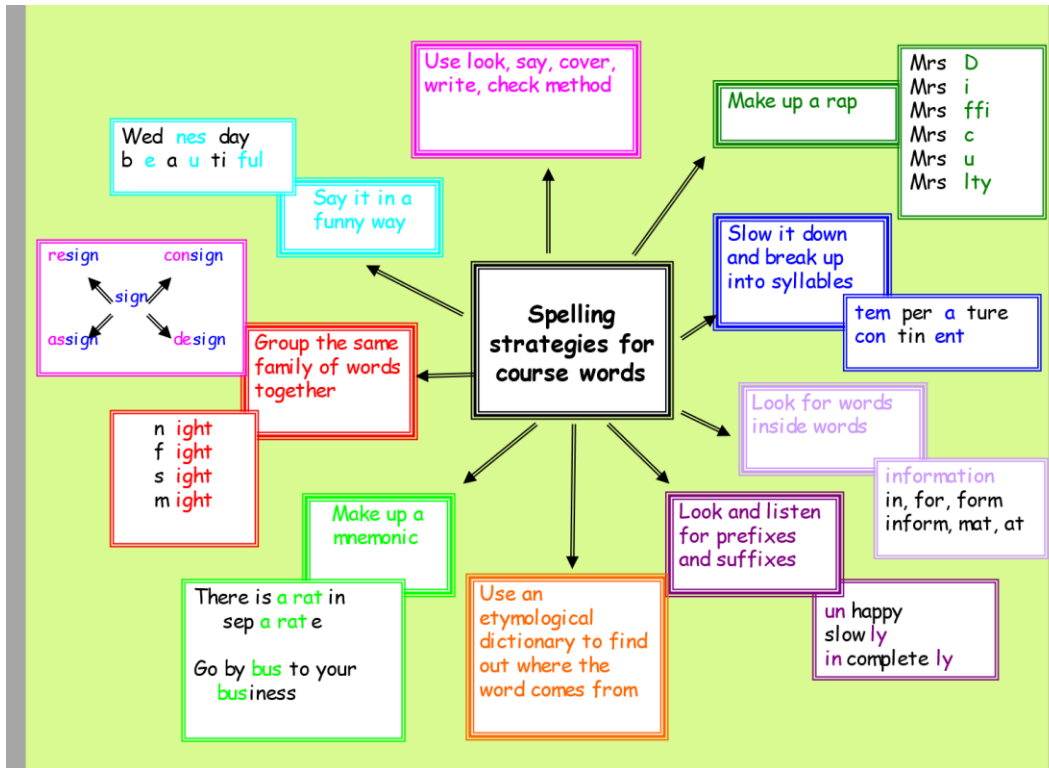
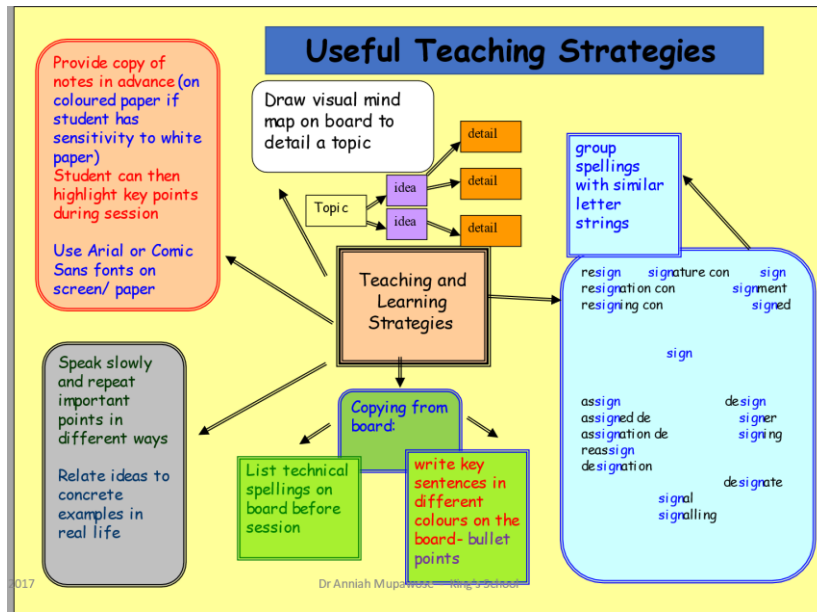
Service Provision

Emphasis is on improving CALP for academic literacy and digital literacy

Literacy:

Surface (punctuation, grammar, syntax, vocabulary, narratives)

Deep (reading comprehension (inferencing, identify main idea etc.), phonological awareness, critical thinking skills (analyze, synthesis, evaluate), voice, motivation, writing)



Making notes during lessons

Highlight key words/phrases in your notes

Epidermis ~~outer~~ layer of skin

Write notes with a soft pencil to help your speed, for example a 2B pencil

List out tasks and tick off when done

To do list:

- plan ✓
- write intro ✓
- draw diagram
- write first para.

Use shortened words for speed

• and = & or +
e.g. condi tioner & shampoo.....

• which means or leads to =
e.g. condi tioner soft hair

• words ending in 'tion' miss out the io
e.g. solution could be written as soln
condition could be written as condn

• first, second etc = 1st, 2nd

Make a list of spellings before writing

Likely spellings

nails
epidermis
dermis
cuticle
sub-cutaneous

Use your cue cards to begin sentences

The first part of the method was to
First I did
Then I
Next I

Use diagrams to represent information

Planning and writing an essay

Paragraph 1 (Introduction)

- What I am going to write about
- Main points in each paragraph etc

Paragraph 2 (Epidermis and Dermis)

- the outer layer of the skin
- the layer of the skin just beneath the epidermis

Paragraph 3 (Glands)

- Sebaceous gland
- A small, sack shaped gland
- Releases oily liquids
- Found in the dermis

Paragraph 4 (Hair Follicle)

- a tube shaped sheath
- what it does etc

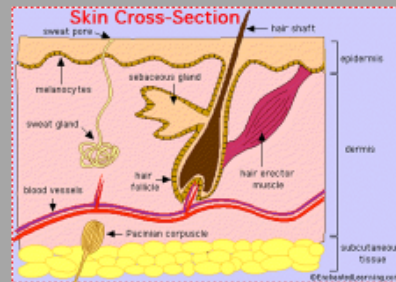
Paragraph 5 (Conclusion)

- sum up what I have said in essay

! Remember!

3 or 4 facts in each paragraph

Title (The Skin)



The Way Forward

- **SLP – Critical reflection**

1. A critical consciousness of oppression and privilege is central to understand the ways in which my world views are shaped by my social positioning.
(Carniol, 2005)
2. Awareness of one's own identity, beliefs, values, social position, life experiences and their implications for the provision of SLP services
3. Willingness to go beyond understanding and awareness but to **ACT** on awareness.
/Positionality

- **Digital based economy**

1. We need to be thinking of how to prepare our clients for a digital based economy and not a knowledge-based content. The digital economy refers to a broad range of economic activities that use digitized information and knowledge as key factors of production.
2. The internet, cloud computing, big data, fintech, and other new digital technologies are used to collect, store, analyze, and share information digitally and transform social interactions.
3. The digitization of the economy creates benefits and efficiencies as digital technologies drive innovation and fuel job opportunities and economic growth.
4. The digital economy also permeates all aspects of society, influencing the way people interact and bringing about broad sociological changes.
5. We work with clients to assist them to be productive members of the society.

- **Application of Social & Cognitive competence in the creation of digital material.**

1. Importance of higher order thinking skills: inferential deductions, reasoning, problem solving
2. Reflect on and analyze our instruction in relation to the client
3. Focus on the cognitive processes and not only content
4. Include creativity in expression on the digital platform
5. Pre-teach the vocabulary related to the technological skills needed.

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